



Tennessee Comprehensive Assessment Program Achievement Test ~ **Grades 4–8**



Teacher Directions

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This manual is provided to assist in the administration of the TCAP Achievement Test. To ensure a smooth implementation of this testing program, please become familiar with the contents of the manual. Many potential problems can be avoided by studying these procedures.

Please read these directions carefully before distributing any materials to your students.

Assessment, Evaluation, and Research (615) 741-0720
Tennessee Department of Education
TPS Complex–Hardison Building
1252 Foster Ave.
Nashville, TN 37243
Website: <http://www.state.tn.us/education/assessment>

Acknowledgments

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State of Tennessee Test Security Law

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process, shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

[Acts 1992, ch. 535, 4.]

Standard copyright laws must be maintained at all times. Secure assessment materials (including pilot or field test materials) shall not be read, reviewed, or analyzed at any time before, during, or after test administration.

Test materials shall not be copied, filed, or used directly in instructional activities. Specific excerpts from test or paraphrased portions of the test may not be used to create study guides or classroom resources.

Discussion of the test content or specific test items with students, parents, or professional colleagues is prohibited, to protect the validity of the test.

State Test Security Measures

The State will:

- Establish security guidelines to ensure the integrity of the testing process
- Implement safeguards to ensure test content security
- Communicate through the System Testing Coordinator matters concerning security, material orders, and shipping verifications
- Provide Distribution and Shipping Logs to ensure accurate inventory of test materials at the system and school levels
- Conduct random visits during testing to ensure test security and consistency of administration
- Provide Breach of Testing Security Report Forms to document local test security concerns
- Review submitted Breach of Testing Security Reports and follow up as needed
- Release student-specific test data only to authorized personnel

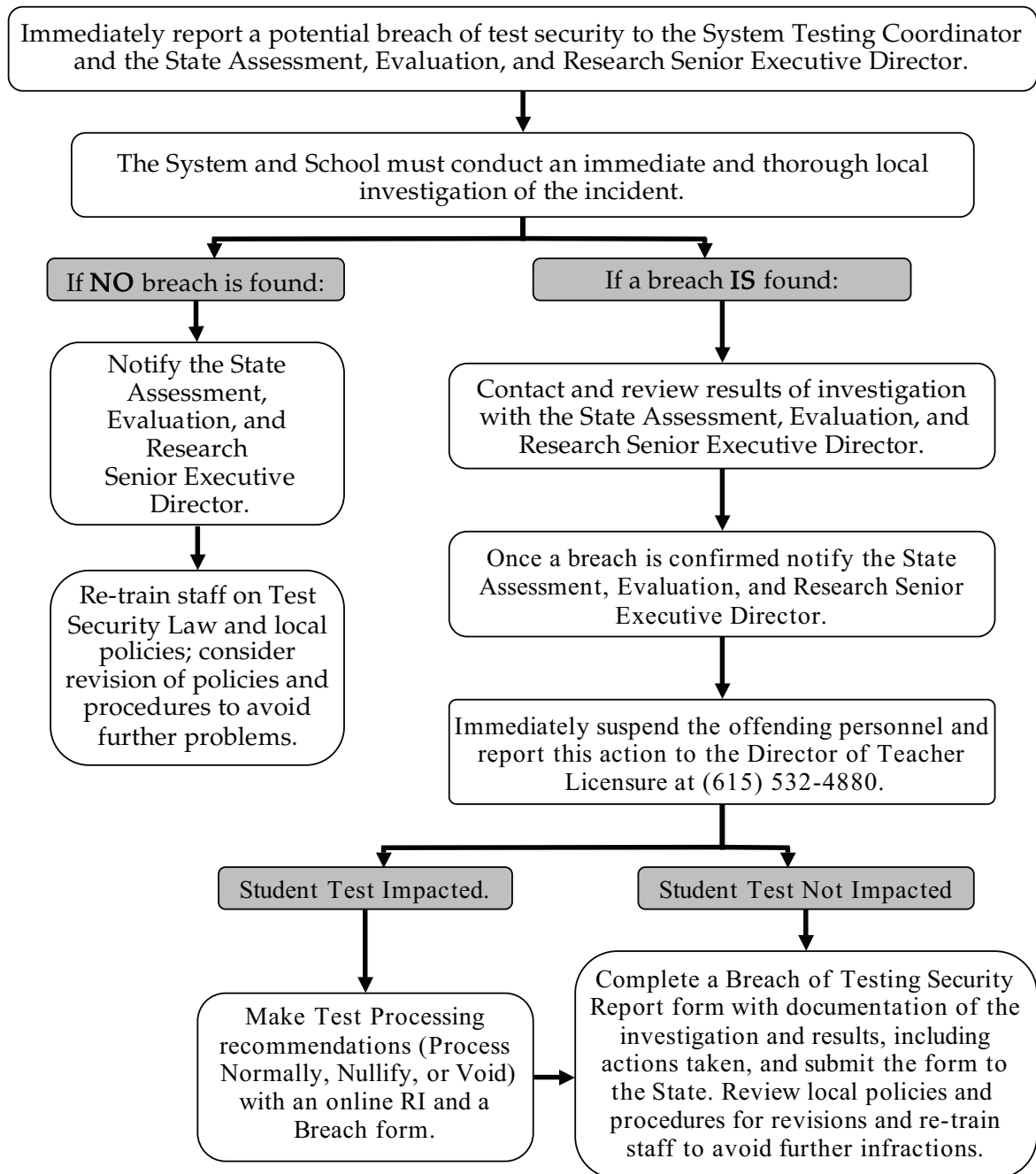
State Test Security Guidelines

The Public School Systems, State Special, and Non-Public Schools MUST:

- 1) Adopt a locally monitored test security policy that incorporates, at a minimum, these State Test Security Guidelines. This policy should include a Testing Code of Ethics for personnel to sign and leave at the district office for documentation.
- 2) Train all personnel involved in the testing process on State Test Security Law, Security Guidelines, local policy, and test administration procedures; retain training documentation for system records.
- 3) Implement check-in, check-out, and quantity verification procedures for all test materials at the system level, at the school level, and for each test session.
- 4) Restrict handling of test materials to authorized personnel at all times.
- 5) Implement policies and procedures to prohibit all personnel from obtaining knowledge of test items or passage content before, during, and after testing.
- 6) Return test materials immediately after each test session and when the entire administration is completed. Store test materials in a centrally located locked room that is inaccessible to unauthorized persons.
- 7) Create a secure, yet positive, environment for testing.
- 8) Conceal or remove all instructional or reference materials in the test setting which are related to the content area being assessed, such as maps, posters, student samples, bulletin board items, familiar study aids such as graphic organizers, models, or number lines that relate to subject content.
- 9) Turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) in the test setting. Ensure proper calculator use as outlined in the Test Administration Manual, making sure that calculators are cleared before and after administration of each test.
- 10) Confirm each student is the person named on the answer document for every testing session. A photo ID may be required if administrators are not responsible for normal classroom instruction.
- 11) Require Test Administrators and Proctors to carefully adhere to all test administration and accommodation instructions, following appropriate schedules and time limits, outlined in all test directions.
- 12) Require Test Administrators and Proctors to remain with the students and be observant and nondisruptive throughout the testing session.
- 13) Prohibit coaching students in any way during State assessments.
- 14) Prohibit reading test items and passages by anyone other than the students being tested, unless indicated in test instructions or accommodations.
- 15) Ensure students respond to test without assistance from anyone.
- 16) Ensure that test items are not reproduced, duplicated, or paraphrased in any way, for any reason, by any person.
- 17) Maintain confidentiality of student-specific accountability demographic information and test results at all times.
- 18) Document test security concerns, including missing materials, on the Breach of Testing Security Report Form.
- 19) Failure to report a breach of security compromises the integrity of the testing process and should be treated as a breach of testing security.

Breach of Test Security Procedures

It is the responsibility of the school system to establish a secure testing environment for all assessments. Open lines of communication should be maintained to encourage suggestions for improvements in testing procedures and for reporting any possible testing impropriety. Upon receipt of any information concerning a possible breach of testing security, the school and system must initiate an immediate and thorough investigation into the circumstances of the event. The following chart is provided for guidance in handling potential breach of testing security concerns. Questions should be directed to the State Assessment, Evaluation, and Research Senior Executive Director at (615) 741-0720.



Message to Teachers

A Message to Teachers from CTB Test Developers

Because we know your time is valuable, we have designed the *TCAP R* Test Directions for Teachers to help you administer the test quickly and efficiently. A series of easy-to-follow steps guides you as you organize testing materials, schedule testing times, administer the tests, and return testing materials.

As we developed *TCAP R*, our mission was to create a standardized assessment instrument that would help teachers help students. *TCAP R* provides useful, comprehensive information about student progress and helps students understand where they are in relation to their academic goals. By following the guidelines in this manual, you can help ensure that the test will work validly and equitably for all students.

STEP**1**

Check Your Test Materials

Check to be sure you have received the following materials.

If any materials are missing, notify your Testing Coordinator.

PROVIDED FOR THE TEACHER

- ☐ Test Directions for Teachers
- ☐ test book(s)
- ☐ Group Information Sheet

PROVIDED FOR EACH STUDENT

- ☐ Understanding the TCAP Achievement Test/Practice Test
- ☐ test book(s)
- ☐ answer sheet
- ☐ punch-out ruler (to be separated prior to testing)

ADDITIONAL MATERIALS NEEDED FOR EACH STUDENT

- ☐ No. 2 pencil with eraser
- ☐ extra eraser
- ☐ scratch paper for solving mathematics problems

OPTIONAL

- ☐ four-function calculators (not provided with test materials)

If you are missing test materials, see your Testing Coordinator.

ANSWER SHEETS

Student accountability demographic information on each answer sheet must be complete for accurate reporting.

GROUP INFORMATION SHEET

Complete and return the Group Information Sheet with your test materials to ensure accurate processing of tests.

FOUR-FUNCTION CALCULATORS

The decision to use or not to use calculators should be made at the school system level based on your standard classroom practices. Test questions have been designed and adequate time has been provided so that using a calculator will not offer any particular advantage.

If you have any questions about using calculators for testing, contact your Testing Coordinator.

STEP**2**

Administer each content area test in a single day to reduce incomplete test results due to absences.

If a student misses part or all of a test, arrange a make-up session.

Administer the test

- at a time when students are most alert, usually in the morning
- if possible, during the middle of the week

Avoid testing

- on days just before or after vacations, important school functions, or holidays
- after students have had strenuous physical activity

Plan Your Testing Schedule

- ☐ Review the test directions in advance.
- ☐ Plan test administration for students requiring accommodations.
- ☐ Allow sufficient time to fill in the student accountability demographic information on all answer sheets and to write student's name on the front cover of the test book.
- ☐ Allow sufficient time to complete a content area test in a single testing session.
- ☐ Scheduled breaks are indicated in the specific directions for each content area. Be sensitive to students' fatigue level and attention span and be prepared to alter your schedule as necessary.
- ☐ Allow time for make-up sessions for students who miss a testing session.

Working with Proctors

Review your plans with proctors prior to testing.

Proctors can help you

- ☐ arrange the testing room
- ☐ fill in student accountability demographic information on all answer sheets
- ☐ separate punch-out rulers
- ☐ distribute test materials
- ☐ make sure students are working in the correct place and are marking only one answer for each test question
- ☐ prevent talking or sharing of answers
- ☐ collect materials at the end of the testing session

TCAP R Administration Time

Grades 4, 5, 6, 7, and 8

| ACTIVITY/TEST | TESTING TIME |
|---|--------------|
| <input type="checkbox"/> Fill In Student Accountability Demographic Information | |
| <input type="checkbox"/> Understanding the TCAP Achievement Test/Practice Test | 20 minutes |
| <input type="checkbox"/> Reading and Language Arts, Part 1 | 68 minutes |
| <i>Break</i> | |
| <input type="checkbox"/> Reading and Language Arts, Part 2 | 64 minutes |
| <input type="checkbox"/> Mathematics, Part 1 | 50 minutes |
| <i>Break</i> | |
| <input type="checkbox"/> Mathematics, Part 2 | 48 minutes |
| <input type="checkbox"/> Science, Part 1 | 44 minutes |
| <i>Break</i> | |
| <input type="checkbox"/> Science, Part 2 | 44 minutes |
| <input type="checkbox"/> Social Studies, Part 1 | 44 minutes |
| <i>Break</i> | |
| <input type="checkbox"/> Social Studies, Part 2 | 44 minutes |

Tests should be administered according to the specific directions, except as required for students using accommodations.

It is permissible to change the order of the tests.

The time limits are generous and allow most students time to finish.

STEP**3**

Organize Your Classroom

- ☐ Plan for the distribution and collection of materials.
- ☐ Plan seating arrangements. Allow enough space between students to prevent sharing of answers.
- ☐ Conceal all instructional or reference materials in the test setting that are related to the content area being assessed, such as maps, posters, student samples, bulletin board items, etc.
- ☐ Eliminate distractions such as bells or telephones.
- ☐ Use a Do Not Disturb sign on the door of the testing room.
- ☐ On the board, indicate starting and stopping times for each test session.
- ☐ Plan a quiet activity for students who finish testing early.
- ☐ Plan for accommodations to be provided as specified for individual students. Avoid calling attention to students who require accommodations.
- ☐ Plan testing so that students using accommodations do not distract or affect administration procedures for other students.

STEP**4**

Prepare Your Students

- ☐ Help students approach the testing in a relaxed, positive way.
- ☐ Explain that the purpose of taking an achievement test is to find out which skills have been learned and which skills need further development.
- ☐ Point out that some test questions may be more difficult than others and that some material may be new to students; students are not expected to know all the answers.
- ☐ Reassure students that they will be given ample time to do their best.
- ☐ Emphasize that the test requires no special preparation.

Plan to Use Standard Testing Procedures

To ensure that test results are valid, reliable, and equitable, standardized tests are to be administered using standard testing procedures. These procedures indicate the exact directions, time limits, and scoring criteria to be used with the test. It is very important that these standard testing procedures be followed, and that any deviations from standard testing conditions be documented so that scores may be interpreted appropriately.

ASSESSMENT ACCOMMODATIONS

When students have documented education plans indicating that they may participate in educational tests only under nonstandard conditions (e.g., extra testing time), appropriate accommodations should be made.

COACHING

Be sure students understand the directions and how to mark answers. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices.

GUESSING

Encourage students to attempt all questions. Tell them to read each question carefully and make their best attempt at answering. Be careful not to imply that they should guess randomly.

INVALIDATION OF TESTS

Students must mark only **one** response for a question and erase completely any response they do not want. Students who mark randomly will be processed normally. Do not fill out a Report of Irregularity for random marking situations.

Special circumstances, interruptions, or distractions that affect individual or group performance can invalidate test results. Complete a Report of Irregularity form for students who experience sudden illness or become unduly disturbed by the testing situation.

If you are not certain about how to treat a particular situation, consult your Testing Coordinator.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Encourage students. Tell them, for example, "Just do your best and then move on to the next question."

STEP

6

The Practice Tests give students experience in marking answers and introduce question formats that are included in the tests.

Practice Tests are recommended for Kindergarten through Grade 8.

Proctors may help by filling in the student accountability demographic information.

The birth date helps to identify students.

Administer the Practice Activities

If your school has chosen to administer the Understanding the TCAP Achievement Test/Practice Test, give the activities a day or two in advance of the actual testing. They will take about 20 minutes to complete.

If additional practice seems necessary, repeat the Practice Test.

STEP

7

Fill In Student Accountability Demographic Information

Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing, and may have a negative impact on final reports. Fill in only one circle in each column.

- ☐ Ensure student accountability demographic information is properly marked.
 - use a No. 2 pencil to make dark solid marks that fill the circle completely
 - make no stray marks
 - marking more than one circle in each column will invalidate the coding
 - erase changes completely
- ☐ Code student accountability demographic information on the answer documents.
 - 1 **Name:** Print the student's full legal name (LAST, FIRST and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces for any name, print only as many letters as there are spaces. Fill in the corresponding circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.
 - 2 **Social Security Number:** The student's Social Security Number must be printed in the boxes and the corresponding circles filled in below each number. Do not code with "999-99-9999." Alternative identification numbers can be used when student Social Security Numbers have not been issued.
 - 3 **Birth Date:** Fill in the appropriate circles in each column for the month, day, and year of birth. If day is a single-digit number, precede it with a zero (0).

- 4 **Teacher, System, and School:** Names must be printed in the appropriate spaces. For private schools, system name should be the same as school name. **Note:** The complete teacher's name (first and last name) is required for reporting. The teacher's name must be written EXACTLY as it appears on the Group Information Sheet.
- 5 **Ethnic Origin:** Fill in the one circle that best represents the student's ethnic origin.
- 6 **Gender:** Fill in the appropriate circle.
- 7 **Grade:** Fill in the circle corresponding to the student's grade level.
- 8 **Test Version:** Fill in the corresponding circle for the version of the test book used by **each** student. **Note:** Incorrectly completing this circle may impact a student's score.
- 9 **Optional Codes:** Columns 1–9 in the Optional Codes field are available for system and/or school use. Instructions will be provided locally, if applicable.
- 10 **Membership Data:** Fill in the circle corresponding to the student's enrollment. This data is gathered for AYP Accountability.
- 1 The student has been continuously enrolled in this school at some point in the 1st reporting period.
 - 2 The student has **NOT** been continuously enrolled in this school, but **HAS BEEN** enrolled in this school district at some point in the 1st reporting period.
 - 3 The student has **NOT** been continuously enrolled in this school district, but **HAS BEEN** enrolled in a Tennessee public school district at some point in the 1st reporting period.
 - 4 The student has **NOT** been continuously enrolled in a Tennessee public school district at some point in the 1st reporting period. **Note:** Home School and Private School students should be coded in this area.
- 11 **Other Programs:** To ensure accuracy, Test Administrators should complete this section for students who receive special services.
- 504 Service Plan: Fill in the corresponding circle if the student has a 504 Student Services Plan.
 - Gifted: Fill in the corresponding circle if the student qualifies as gifted. Do not include in special education unless the student is receiving some other special education services (e.g., speech).
 - Migrant: Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title 1 Director.
 - Home School: Fill in the corresponding circle if the student qualifies as a home school student who is tested.

Incorrectly completing the test version may impact a student's score.

- 12 **STATE USE ONLY:** Do not write in this box unless instructed to do so by direct communication from the state.

Hurricane Coding for Grades 3–8:

- ☐ A1 Fill in the circle for students displaced by Hurricane Katrina.
- ☐ A2 Fill in the circle for students displaced by Hurricane Rita.

- 13 **Title 1 (Only schools receiving Title 1 funds complete this information):**

- ☐ SWP—Schoolwide Program: Fill in the corresponding circle for **each** student in the Title 1 schoolwide project school.
- ☐ TAS—Targeted Assistance School: Fill in the corresponding circle for **each** student in the Title 1 targeted assistance school.
- ☐ TAS Direct Service: Fill in the corresponding circle for **each student receiving direct Title 1 assistance**. (This section is not to be filled out if the student is enrolled in a schoolwide project school.)
- ☐ Poverty Level: Fill in the corresponding circle for **each** student in a Title 1 targeted assistance or schoolwide project school. The poverty level is the percentage reported in the school's annual Title 1 plan.

- 14 **Code A/B—Free and Reduced Lunch (All schools complete this information):** Fill in the appropriate circle for **each** child in **every** school.

- ☐ Code A: ELIGIBLE for free or reduced price lunch
- ☐ Code B: NOT eligible for free or reduced price lunch

Code A or B:

Federal Law [Title 1 of the Elementary and Secondary Education Act as amended by Title 1 of the Improving America's Schools Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories including economically disadvantaged as compared to those who are not economically disadvantaged. **This requirement applies to all students taking all state-mandated assessments.** Extreme confidentiality when entering this data must be maintained. Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

- 15 **ESL Services:** In the left-hand side of the box, fill in the one circle that is appropriate to indicate the student's testing status.
- ☐ ELL (English Language Learner): Fill in the corresponding circle if the student qualifies as an ELL. **Note:** Not all ELL students are ELL Excluded.
 - ☐ T1/T2: Fill in the corresponding circle if the student qualifies as a transitional ELL student. Transitional ELL students are non-English language background students who were classified as ELL based on the CELLA, and scored fluent English proficient or above on all subtests on the CELLA.

- Students are classified as Transitional 1 (T1) the first year after scoring proficient, and as Transitional 2 (T2) the second year.
- Transitional ELL students are exited from monitoring following the second successful year in which they score proficient or above in reading and language arts on the state assessment.
- ELL Excluded: Fill in this circle only if the student qualifies for ELL Excluded and is in the first year of enrollment (less than 365 days) in a U.S. school. The score for these students is excluded from calculations for AYP Accountability based on ELL Exclusion guidelines.

ELL Accommodations: In the right-hand side of the ESL Services box, fill out ELL Accommodations for students who qualify according to state criteria. Fill in the circle corresponding to the accommodation used. Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL is darkened on the answer document.

- Q extended time
- R bilingual dictionary
- S read aloud in English internal test instructions verbatim
- T read aloud in English internal test items verbatim

16 **Modified Format Test:** Fill in the circle corresponding to the modified format used. **Note:** Incorrectly or inappropriately completing these circles may affect the student's score.

- Braille/Audio
- Large Print

17 **Absentee Status:**

- Fill in the corresponding circle if the student is absent from the entire test. Do not complete an answer document for students not enrolled who plan to take the test but do not do so.
- Absent should be marked only for students who are currently enrolled but are not present to take ANY portion of the test throughout the entire testing window.
- Absent should **NOT** be marked for students who are present but refuse to test or who leave during the test administration without completing the subtest(s).
- If the student makes up ANY part of the test, erase the bubble completely.

18 Special Education:

Fill in the circle corresponding to the appropriate number of hours for **each** student receiving special education services.

- ☐ Less than 4 hours per week
- ☐ 4–22 hours per week
- ☐ 23 or more hours per week

CAUTION: Before you fill in an Accommodation circle you must fill in the circle indicating that a student is in the Special Education program and how many hours of service a week he/she receives. Record this information in the Special Education box.

19 Special Accommodations (according to State criteria):

Fill in the circle corresponding to the accommodation used. Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan or the number of hours that the student receives Special Education Services is darkened on the answer document.

- ☐ A extended time
- ☐ B read aloud internal test instructions
- ☐ C read aloud internal test items
- ☐ D prompting upon request
- ☐ E interpreter signs/cues text
- ☐ F student reads into audio recorder: plays back immediately to self
- ☐ G calculator/mathematics tables: 100% - mathematics
- ☐ H manipulatives
- ☐ I assistive technology
- ☐ J scribe
- ☐ K unique accommodations

- ☐ Verify student demographic information is correctly coded on the answer document to ensure accurate reporting for AYP Accountability.

Student Accountability Demographic Information

Inside Front Cover of the Test Book

Student accountability demographic information on each answer sheet must be complete for accurate reporting.

Be sure circles for the student's birth date are filled in.

| LAST NAME | | | | | | | | | | FIRST NAME | | | | | | | | | | MIDDLE INITIAL | | | | | | | | | | SOCIAL SECURITY NUMBER | | | | | | | | | | BIRTH DATE | | | TEACHER NAME | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------------------|--|--|--|--|--|--|--|--|--|---|--|--|--|-------------|---|--|--|--|--|--|--|--|--|--|---|--|--|--------------|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|
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| <div style="font-size: small; text-align: center;"> A A A A A A A A A A B B B B B B B B B B C C C C C C C C C C D D D D D D D D D D E E E E E E E E E E F F F F F F F F F F G G G G G G G G G G H H H H H H H H H H I I I I I I I I I I J J J J J J J J J J K K K K K K K K K K L L L L L L L L L L M M M M M M M M M M N N N N N N N N N N O O O O O O O O O O P P P P P P P P P P Q Q Q Q Q Q Q Q Q Q R R R R R R R R R R S S S S S S S S S S T T T T T T T T T T U U U U U U U U U U V V V V V V V V V V W W W W W W W W W W X X X X X X X X X X Y Y Y Y Y Y Y Y Y Y Z Z Z Z Z Z Z Z Z Z </div> | | | | | | | | | | <div style="text-align: center;"> 2 ETHNIC ORIGIN <input type="radio"/> American Indian/ Alaska Native <input type="radio"/> Asian/Pacific Islander <input type="radio"/> Black, not Hispanic <input type="radio"/> Hispanic <input type="radio"/> White, not Hispanic </div> | | | | | | | | | | <input type="radio"/> Jan <input type="radio"/> Feb <input type="radio"/> Mar <input type="radio"/> Apr <input type="radio"/> May <input type="radio"/> Jun <input type="radio"/> Jul <input type="radio"/> Aug <input type="radio"/> Sep <input type="radio"/> Oct <input type="radio"/> Nov <input type="radio"/> Dec | | | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | | | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | | | SYSTEM NAME | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | | | | | Grade 4 Form R | | | | | | | | | | | | | | | | | | | | <h1 style="margin: 0;">TCAP</h1> <p style="margin: 0; font-size: small;">TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM</p> <p style="margin: 0; font-weight: bold;">ACHIEVEMENT TEST</p> | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OTHER PROGRAMS | | | | | | | | | | TITLE I | | | | | | | | | | MODIFIED FORMAT TEST | | | | | | | | | | ABSENTEE STATUS | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="radio"/> 504 Service Plan <input type="radio"/> Gifted (Do not include in Special Education) <input type="radio"/> Migrant <input type="radio"/> Home School | | | | | | | | | | <input type="radio"/> Title I SWP (Schoolwide Programs) <input type="radio"/> Title I TAS (Targeted Assisted Schools) <input type="radio"/> Title I-TAS Direct Service | | | | | | | | | | <input type="radio"/> 0-34% <input type="radio"/> 35-49% <input type="radio"/> 50-74% <input type="radio"/> 75-100% | | | | | | | | | | <input type="radio"/> BRAILLE <input type="radio"/> LARGE PRINT <input type="radio"/> Absent | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| STATE USE ONLY | | | | | | | | | | CODE A/B | | | | | | | | | | SPECIAL EDUCATION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | <input type="radio"/> CODE A <input type="radio"/> CODE B | | | | | | | | | | <input type="radio"/> Special Education Services (less than 4 hours per week) <input type="radio"/> Special Education Services (4 through 22 hours per week) <input type="radio"/> Special Education Services (23 or more hours per week) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | ESL SERVICES | | | | | | | | | | SPECIAL ACCOMMODATIONS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | CHOOSE ONLY ONE | | | | | ELL ACCOMMODATIONS | | | | | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I <input type="radio"/> K | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="radio"/> A1 <input type="radio"/> B1 <input type="radio"/> C1 <input type="radio"/> A2 <input type="radio"/> B2 <input type="radio"/> C2 <input type="radio"/> A3 <input type="radio"/> B3 <input type="radio"/> C3 <input type="radio"/> A4 <input type="radio"/> B4 <input type="radio"/> C4 | | | | | <input type="radio"/> ELL <input type="radio"/> T1/T2 <input type="radio"/> ELL Excluded | | | | | <input type="radio"/> Q <input type="radio"/> R <input type="radio"/> S <input type="radio"/> T <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

STEP

8

Administer the Test

Specific directions for the test begin on the following page. Be sure to review the test and test directions in advance.

The following elements are used throughout the specific directions:

Information that is only for you and is not to be read aloud is printed in this type style.

SAY

The directions you are to read aloud to the students are preceded by **SAY** and are printed in bold type.



This symbol accompanies anything concerning the timing of the test.



This symbol indicates places where you may want to use a test book to make sure students have turned to the correct page.

- ☐ Before administering each content area, take a moment to have your students look through the test. Point out the various locations of the STOP signs within the test. Tell the students that whenever they see one of these STOP signs, they should stop and wait quietly until they are told what to do next.
- ☐ Be very careful to check that students do not skip or overlook any of the test questions. Remind students to look for and answer every question on each page.
- ☐ Tell students that each content area test is identified by name at the bottom of each page.
- ☐ Remind students that they must mark answers **ONLY** in the spaces provided on the answer sheet. Pencil marks in the margins will delay processing of the test materials.

SUGGESTIONS FROM TEACHERS ABOUT ADMINISTERING TESTS:

"I always point to the first question in each section so students know where to begin."

"After I read each question, I mark it to keep my place."

Reading and Language Arts

Part 1—68 minutes

Part 2—64 minutes

Grades 4, 5, 6, 7, and 8

Directions for Administering Reading and Language Arts

This set of test directions can be used with test books for grades 4, 5, 6, 7, and 8.

Check to be sure that each student has his or her own test book and answer sheet. Students should have filled in the student accountability demographic information on the front of the answer sheets and written their names on the front covers of the test books.

It may be helpful to hold up an open test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.



Open your test books to Page 1 in Reading and Language Arts. Be sure to stay on the pages that say “Reading and Language Arts” at the bottom of the page.

Now open your answer sheets and find the Reading and Language Arts section.



Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.



We will begin by doing some sample questions. You will mark your answers to the sample questions in the shaded box on the answer sheet.

For each sample, fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

☐ **SAMPLE A**



Read the Directions and the Sample Passage on Page 1 of the Reading and Language Arts test. Then do Sample A. Stop when you have finished Sample A.

*Give students time to answer Sample A.
Do not read the sample aloud.*



Discuss Sample A with the students after they have had time to complete it. The correct answer for Sample A is choice C.

Directions Read the passage. Then do Sample A.

Sample Passage

Runners are getting faster all the time. Roger Bannister of Great Britain set a world record in 1954 when he ran a mile in just under four minutes. Since then, however, with more specialized training and improved shoes, runners have covered the same distance in even less time.



*Sample A for
Grades 4 and 5*

Sample A

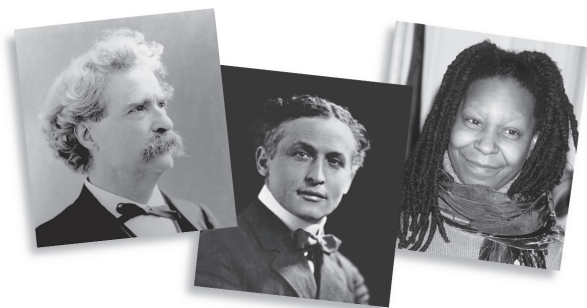
This passage is mostly about

- A** a pair of running shoes
- B** a new world record
- C** runners getting faster
- D** runners training for different races

Directions Read the passage. Then do Sample A.

Sample Passage

Changing names is nothing new. As a writer, Samuel Clemens called himself Mark Twain. Harry Houdini, the famous nineteenth-century escape artist, was born Ehrich Weiss in his native Hungary. The well-known comedian Whoopi Goldberg, who has also starred in television shows and movies, was originally named Caryn Johnson.



*Sample A for
Grades 6, 7,
and 8*

Sample A

This passage is mostly about people who

- A** were famous movie stars
- B** were interested in the origin of names
- C** changed their names
- D** immigrated to another country

☐ **SAMPLES B AND C**



Turn the page in your test books. Then read the directions and do Samples B and C. Stop when you have finished Samples B and C.

Give students time to answer Samples B and C.

Do not read the samples aloud.



Discuss Samples B and C with the students. The correct answer for Sample B is choice G, and the correct answer for Sample C is choice A.

*Samples B and C
for Grades 4 and 5*

Directions

Here is a paragraph a student wrote. There are some mistakes that need correcting. Read the paragraph. Then do Samples B and C.

¹ Last night I will make dinner for my father's birthday. ² After we ate, we talked about the trip we will be taking in December. ³ We are planning to visit my grandmother. ⁴ She lives far away, and we haven't seen her in a long time.

Sample B

Choose the best way to write Sentence 1.

- F** Last night I make dinner for my father's birthday.
- G** Last night I made dinner for my father's birthday.
- H** Last night I making dinner for my father's birthday.
- J** Best as it is

Sample C

Where would the following sentence best fit in the paragraph?

I was nervous about preparing all the food, but everything turned out fine.

- A** after Sentence 1
- B** after Sentence 2
- C** after Sentence 3
- D** after Sentence 4

Directions

Here is a paragraph a student wrote. There are some mistakes that need correcting. Read the paragraph. Then answer Samples B and C.

¹ Last summer we went on a trip. ² Have you ever spent your summer vacation in the city? ³ Searching for a nice lake in the woods. ⁴ After a long drive, we finally arrived at the perfect spot. ⁵ We put up the tent and then spent a whole week swimming, fishing, and hiking. ⁶ We even went kayaking. ⁷ That vacation was the best ever!

*Samples B and C
for Grades 6, 7,
and 8*

Sample B

Choose the best way to write Sentence 3.

- F Us searching for a nice lake in the woods.
- G We were searching for a nice lake in the woods.
- H Having searched for a nice lake in the woods.
- J Best as it is

Sample C

Which sentence does not belong in the paragraph?

- A Sentence 2
- B Sentence 4
- C Sentence 5
- D Sentence 6

PART 1 68 minutes

☐ **QUESTIONS 1 THROUGH 39**

SAY Now you will do Numbers 1 through 39 in Part 1 of Reading and Language Arts, take a break, and then do Part 2.

Remember to read all of the directions and information in this part of the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 1.

You may go back over Part 1 and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY You will have 68 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.

Turn the page in your test books. You may begin.

Proceed to the next section if all students complete a timed section early.

Record the starting and stopping times for Part 1.



RECORD THE
STARTING TIME:

ADD 68 MINUTES:

RECORD THE
STOPPING TIME:

+ 68



Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.

At the stopping time,



Stop. This is the end of Reading and Language Arts, Part 1. We will take a break now.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

At the stopping time, have them close their books and take a short break.

PART 2 64 minutes

When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.

☐ **QUESTIONS 40 THROUGH 77**



Open your books to Part 2 of Reading and Language Arts.

For grades 4, 5, and 8



Find Page 28. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

For grade 6



Find Page 26. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

For grade 7



Find Page 32. Make sure you are on the correct page in your test books and the correct number on your answer sheets.



Demonstrate. Check to be sure that students are in the correct places in their test books and on their answer sheets.



Remember to read all of the directions and information in this part of the test book. When you come to the word “STOP” at the bottom of the page, you have finished Part 2.

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

SAY Are there any questions?

When you are sure that all students understand the directions, continue.

SAY You will have 64 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

Record the starting and stopping times for Part 2.



RECORD THE
STARTING TIME:

ADD 64 MINUTES:

RECORD THE
STOPPING TIME:

+ 64



Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.

At the stopping time,

SAY Stop. This is the end of Reading and Language Arts, Part 2.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.

If this is the end of the testing session, collect all test materials.

Directions for Administering Mathematics

This set of test directions can be used with test books for grades 4, 5, 6, 7, and 8.

If your school system has decided your students should use calculators for this test, make sure all students have a working calculator. Remember, it is not necessary to use calculators.

Check to be sure that each student has his or her own test book and answer sheet, scratch paper, and punch-out ruler. THE PUNCH-OUT RULERS SHOULD NOT BE RETURNED. Students must sign and return all scratch paper for submission to a Building Testing Coordinator.

IMPORTANT: Punch out all of the rulers prior to testing. Distribute scratch paper and punch-out rulers along with test books.

It may be helpful to hold up an open test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

SAY Open your test books to Mathematics.

For grades 4 and 8

SAY Find Page 49.

For grade 5

SAY Find Page 51.

For grade 6

SAY Find Page 47.

For grade 7

SAY Find Page 53.

Be sure to stay on the pages that say “Mathematics” at the bottom of the page.

Now find the Mathematics section on your answer sheets.



Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.

SAY You may use the extra paper to work the mathematics problems, but remember to fill in the circle on your answer sheet that goes with the answer you choose. Some problems may require you to simplify your answer or reduce it to lowest terms.

Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

We will begin by doing some sample questions. You will mark your answers to the sample questions in the shaded box on the answer sheet.

☐ **SAMPLES A, B, AND C**

SAY Do Samples A, B, and C, beginning on the first page of the Mathematics test. You will need to use your ruler to help you solve Sample C. Stop when you have finished the samples.

Give students time to answer Samples A, B, and C.
Do not read the samples aloud.



Discuss Samples A, B, and C with the students. The correct answer for Sample A is choice D, the correct answer for Sample B is choice H, and the correct answer for Sample C is choice A.

Sample A

- | | |
|---|---|
| $\begin{array}{r} 68 \\ - 14 \\ \hline \end{array}$ | <p>A 52</p> <p>B 44</p> <p>C 46</p> <p>D 54</p> |
|---|---|

Sample B



Steve spent about \$10.00 on two sale items. Which two sale items have a total cost of about \$10.00?

- F** clay and glue
- G** glitter and clay
- H** glitter and paint
- J** paint and glue

*Samples A and B
for Grades 4, 5,
and 6*

Sample C



Use the inch side of your ruler to help you solve this problem.

Which of these bracelets is $3\frac{1}{2}$ inches long?

- A**
- B**
- C**
- D**

*Sample C for
Grades 4, 5,
and 6*

*Samples A and B
for Grades 7 and 8*

Directions

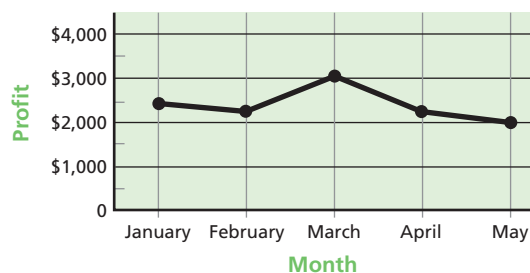
Work Samples A and B. Then work Sample C on the next page.

Sample A

- 57.6 + 3.7 =
- A** 91.6
 - B** 60.3
 - C** 90.6
 - D** 61.3

Sample B

Snack Bar Profits



This graph shows the profits of the snack bar at a movie theater for the months of January through May. Based on the graph, which of these statements is true?

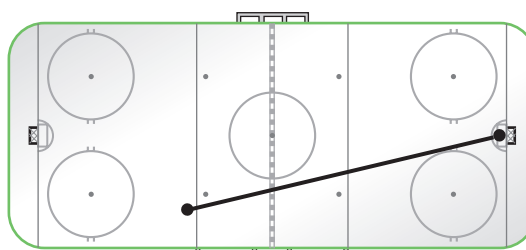
- F** There were fewer movies shown in April than in May.
- G** The snack bar made less money in February than in May.
- H** The snack bar made more money in March than in January.
- J** More people attended the theater in February than in April.

*Sample C for
Grades 7 and 8*

Sample C



Use the inch side of your ruler to help you solve this problem.



SCALE: 1 inch = 50 feet

Randy made a long shot as shown on the scale model of a hockey rink. What was the actual length of his shot?

- A** 125 feet
- B** 137.5 feet
- C** 150 feet
- D** 162.5 feet

□ **QUESTIONS 1 THROUGH 39**

SAY Now you will do Numbers 1 through 39 in Part 1 of Mathematics, take a break, and then do Part 2.

Remember to read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 1.

You may go back over Part 1 of Mathematics and check your answers, but do not go on to Part 2. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY You will have 50 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets and that you stop at the end of Part 1.

You may begin.

Record the starting and stopping times for Part 1.



**RECORD THE
STARTING TIME:**

ADD 50 MINUTES:

**RECORD THE
STOPPING TIME:**

+ 50



Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.

At the stopping time,

SAY Stop. This is the end of Mathematics, Part 1. We will take a break now.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

At the stopping time, have them close their books and take a short break.

Proceed to the next section if all students complete a timed section early.

PART 2 48 minutes

If your school system has decided your students should use calculators for this part of the test, make sure all students have a working calculator. Remember, it is not necessary to use calculators.

When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet, scratch paper, and punch-out ruler.

☐ **QUESTIONS 40 THROUGH 77**

SAY Open your books to Part 2 of Mathematics.

For grade 4

SAY Find Page 65. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

For grade 5

SAY Find Page 67. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

For grade 6

SAY Find Page 62. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

For grade 7

SAY Find Page 69. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

For grade 8

SAY Find Page 64. Make sure you are on the correct page in your test books and the correct number on your answer sheets.



Demonstrate. Check to be sure that students are in the correct places in their test books and on their answer sheets.

SAY Remember to read all of the directions and information in this part of the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 2.

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY You will have 48 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.
You may begin.

Record the starting and stopping times for Part 2.



RECORD THE
STARTING TIME:

ADD 48 MINUTES:

RECORD THE
STOPPING TIME:

+ 48



Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.

At the stopping time,

SAY Stop. This is the end of Mathematics, Part 2.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Put your rulers on your desks. **DO NOT** put your rulers or extra paper in your test books or answer sheets.

The punch-out rulers should NOT be returned. Students must sign and return all scratch paper for submission to a Building Testing Coordinator.

SAY Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.

If this is the end of the testing session, collect all test materials.

At the end of the testing session, have students check to see that they have no extraneous material—pencils, scratch paper, rulers, markers—inside their test books and answer sheets.

Directions for Administering Science

This set of test directions can be used with test books for grades 4, 5, 6, 7, and 8.

NOTE: Before testing, check the testing area to be sure that charts that may give away answers are not in view.

Check to be sure that each student has his or her own test book and answer sheet.

It may be helpful to hold up an open test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

SAY Open your test books to Science.

For grades 4, 6, and 8

SAY Find Page 77.

For grades 5 and 7

SAY Find Page 83.

Be sure to stay on the pages that say “Science” at the bottom of the page.

Now find the Science section on your answer sheets.



Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.

SAY We will begin by doing a sample question. You will mark your answer to the sample question in the shaded box on the answer sheet. Fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

☐ SAMPLE A

SAY Now do Sample A on the first page of the Science test. Stop when you have finished Sample A.

Give students time to answer Sample A.

Do not read the sample aloud.



Discuss Sample A with the students after they have had time to complete it. The correct answer for Sample A in the Grades 4 and 5 test books is choice A. The correct answer for Sample A in the Grades 6, 7, and 8 test books is choice C.

Directions Read the sample and mark the correct answer.

Sample A A ball rolls off the edge of a table and falls to the floor.

Which of these causes the ball to fall to the floor?

- A gravity
- B friction
- C air pressure
- D air resistance

*Sample A for
Grades 4 and 5*

Directions Read the sample and mark the correct answer.

Sample A The long-nosed bat feeds from the flowers of cardon cacti. The cardon cacti flowers are pollinated by this type of bat.

The relationship between this cactus and bat is an example of

- A competition
- B commensalism
- C mutualism
- D parasitism

*Sample A for
Grades 6, 7, and 8*

PART 1 44 minutes

☐ **QUESTIONS 1 THROUGH 35**

SAY Now you will do Numbers 1 through 35 in Part 1 of Science.

Remember to read **all** of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Science, Part 1.

You may go back over Part 1 of Science and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY You will have 44 minutes to do Science, Part 1. Make sure you are on the correct number on your answer sheets and that you stop at the end of Part 1.

Turn the page in your test books. You may begin.

Record the starting and stopping times for Part 1.



RECORD THE
STARTING TIME:

ADD 44 MINUTES:

RECORD THE
STOPPING TIME:

+ 44



Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.

At the stopping time,

SAY Stop. This is the end of Science, Part 1. We will take a break now.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

At the stopping time, have them close their books and take a short break.

PART 2 44 minutes

When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.

☐ **QUESTIONS 36 THROUGH 70**

SAY Open your books to Part 2 of Science.

For grades 4 and 8

SAY Find Page 91. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

For grade 5

SAY Find Page 94. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

For grade 6

SAY Find Page 90. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

For grade 7

SAY Find Page 95. Make sure you are on the correct page in your test books and the correct number on your answer sheets.



Demonstrate. Check to be sure that students are in the correct places in their test books and on their answer sheets.

SAY Now you will do Numbers 36 through 70. Remember to read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Science, Part 2.

You may go back over Science, Part 2, and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY You will have 44 minutes to do Science, Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

Record the starting and stopping times for Part 2.



RECORD THE
STARTING TIME:

ADD 44 MINUTES:

RECORD THE
STOPPING TIME:

+ 44



Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.

At the stopping time,

SAY Stop. This is the end of Science, Part 2.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.

If this is the end of the testing session, collect all test materials.

Directions for Administering Social Studies

This set of test directions can be used with test books for grades 4, 5, 6, 7, and 8.

NOTE: Before testing, check the testing area to be sure that maps or charts that may give away answers are not in view.

Check to be sure that each student has his or her own test book and answer sheet.

SAY Open your test books to Social Studies.

For grade 4

SAY Find page 101.

For grades 5 and 7

SAY Find page 107.

For grades 6 and 8

SAY Find page 103.

Be sure to stay on the pages that say “Social Studies” at the bottom of the page.

Now find the Social Studies section on your answer sheets.



Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.

SAY We will begin by doing a sample question. You will mark your answer to the sample question in the shaded box on the answer sheet. Fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

☐ **SAMPLE A**

SAY Now do Sample A on the first page of the Social Studies test. Stop when you have finished Sample A.

*Give students time to answer Sample A.
Do not read the sample aloud.*



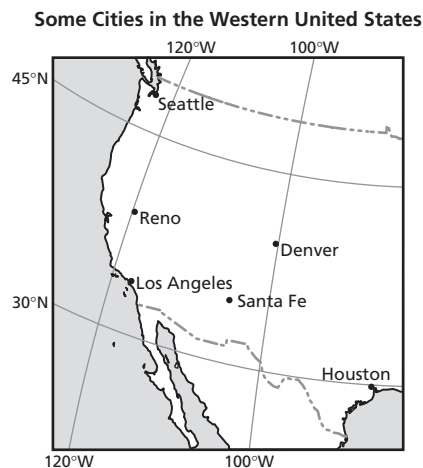
Discuss Sample A with the students after they have had time to complete it. The correct answer for Sample A is choice B.

It may be helpful to hold up an open test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

Directions Use the map below and your own knowledge to do Sample A.



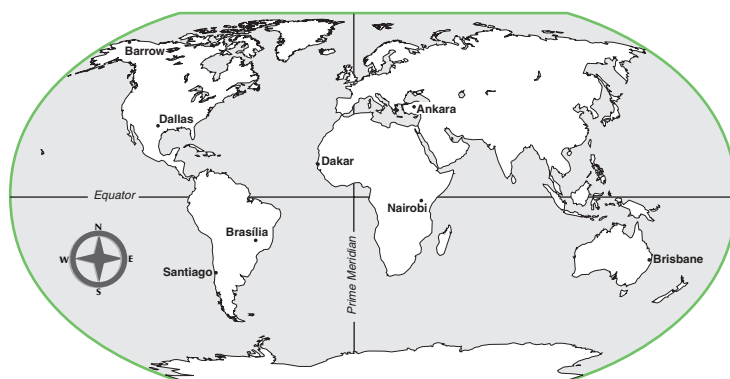
*Sample A for
Grades 4 and 5*

Sample A Which of these cities is located at about 34°N and 118°W?

- A** Denver
- B** Los Angeles
- C** Reno
- D** Seattle

Directions Study the map of the world. Then do Sample A.

Sample A



Which of these cities is located nearest the North Pole?

- A** Dakar
- B** Barrow
- C** Nairobi
- D** Santiago

*Sample A for
Grades 6, 7,
and 8*

PART 1 44 minutes

☐ **QUESTIONS 1 THROUGH 35**

SAY Now you will do Numbers 1 through 35 in Part 1 of Social Studies. Remember to read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Social Studies, Part 1.

You may go back over Part 1 of Social Studies and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY You will have 44 minutes to do Social Studies, Part 1. Make sure you are on the correct number on your answer sheets and that you stop at the end of Part 1.

Turn the page in your test books. You may begin.

Record the starting and stopping times for Part 1.



**RECORD THE
STARTING TIME:**

ADD 44 MINUTES:

**RECORD THE
STOPPING TIME:**

+ 44



Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.

At the stopping time,

SAY Stop. This is the end of Social Studies, Part 1. We will take a break now. Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

At the stopping time, have them close their books and take a short break.

When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.

□ QUESTIONS 36 THROUGH 70

SAY Open your books to Part 2 of Social Studies.

For grade 4

SAY Find Page 114. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

For grade 5

SAY Find Page 122. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

For grade 6

SAY Find Page 118. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

For grade 7

SAY Find Page 121. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

For grade 8

SAY Find Page 117. Make sure you are on the correct page in your test books and the correct number on your answer sheets.



Demonstrate. Check to be sure that students are in the correct places in their test books and on their answer sheets.

SAY Now you will do Numbers 36 through 70. Remember to read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Social Studies, Part 2.

You may go back over Social Studies, Part 2, and check your answers. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY You will have 44 minutes to do Social Studies, Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

Record the starting and stopping times for Part 2.



RECORD THE
STARTING TIME:

ADD 44 MINUTES:

RECORD THE
STOPPING TIME:

+ 44

At the end of the testing session, have students check to see that they have no extraneous material—pencils, scratch paper, rulers, markers—inside their test books and answer sheets.



Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.

At the stopping time,



Stop. This is the end of Social Studies, Part 2.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.

If this is the end of the testing session, collect all test materials.

Sort and store unused materials per instructions from your Testing Coordinator.

STEP

9

Assemble Materials for Return

- ☐ After your testing is complete, check students' answer sheets to ensure that
 - A) all punch-out rulers, scratch paper, and markers are removed. They should not be returned with the testing materials.
 - B) all student accountability demographic information is complete and correct. The BIRTH DATE section must be filled in properly. This information is used to verify student identity when other information is insufficient.
 - C) all applicable special codes fields are filled in according to instructions from your Testing Coordinator.
 - D) all circles that students intended to mark are filled in completely.
 - E) all stray pencil marks are erased.
 - F) all erasures are complete.
- ☐ Assemble and return all test materials to the Building Testing Coordinator, separated according to school procedures.
 - A) scratch paper, signed by students
 - B) list of absentees
 - C) completed GIS, per school instructions
 - D) used answer documents (answer documents should be stacked with demographic grids face up and cut corners aligned at upper right side)
 - E) modified format tests and transcribed answer documents
 - F) completed Report of Irregularity, Breach of Testing Security forms, and Medical Exemption Request, as needed
 - G) paper-banded Inactive Test Material (ITM) form and related materials
 - H) other used and unused test materials
 - (1) used test books including those marked with student names and/or stray marks
 - (2) unused answer documents and test books

I) ancillary materials

(1) *Test Administration Manual*

(2) *Teacher Directions*

(3) Blank and inaccurately completed State assessment forms

J) materials with manufacturing defects (notify the Building Testing Coordinator)

NOTE: DO NOT RETURN THE PUNCH-OUT RULERS WITH THE TESTING MATERIALS. CHECK TO BE SURE THAT THERE ARE NO RULERS, SCRATCH PAPER, OR MARKERS IN THE ANSWER SHEETS.

**Return these materials to the
Tennessee Test Distribution Center.**

CTB/McGraw-Hill
20 Ryan Ranch Road
Monterey, CA 93940-5703
800.538.9547 | www.ctb.com

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